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POPBL: **Why?**

"Communication skills encompass the ability to communicate **verbally**, in **writing** and to be an **active listener**. There are also sub-elements of communication, which include presentation abilities, writing winning proposals, negotiation abilities and also non-verbal communication abilities, like body language."

"I want professors and lecturers to bring **real-world problems** to the classroom. This is what we call student-centred learning. If we want to ensure students have these attributes, it has to start with the lecturers."

"When we talk about non-conventional methods, we are talking about things like problem-based learning methodology and case solving."

New Straits Times 10 January 2010

10 Jan 2010 - NST

By Sonia Ramchandran
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PUTRAJAYA: Malaysian graduates lack attributes that make them employable, says Higher Education director-general Prof Datuk Dr Radin Umar Radin Sohadi.

"Those days, teruk teruk pun orang ambil' (employers will even take bad workers). But now, employers can be choosy."

"This has to do with the growth of the country's economy, as well as that of the world. All that is beyond us but what matters is that regardless of the economic situation, our universities have to produce students of certain attributes," he told the *New Sunday Times*.

Radin Umar says the Higher Education Ministry has drawn up an instrument called Generic Student Attributes (GSA) to address the problem of unemployable graduates.

He says there are nine basic requirements under the GSA, of which the first two are knowledge of the profession and competency.

"Engineers who cannot analyse engineering problems and translate that into an efficient design are lousy engineers. We don't want that. This is what knowledge of the profession and competency means."

He says the first two elements are not problems but the other seven requirements are a "major concern".

They are communication skills; critical thinking and problem solving; team skills; entrepreneurship; ethics; ICT; and a positive outlook of life towards lifelong learning.

"Communication skills encompass the ability to communicate verbally, in writing and to be an active listener. There are also sub-elements of communication, which include presentation abilities, writing winning proposals, negotiation abilities and also non-verbal communication abilities, like body language."

In the military university (National Defence University of Malaysia), they teach students to understand non-verbal communication because it is important to understand the body language of the enemy."

He says students must also be critical thinkers and problem solvers.

"Memorisation is only level one of the learning taxonomy."

On team skills, Radin Umar says this is important as in the real world, people do not work alone.

"You need your friends to make things happen."

He says entrepreneurship is also an important requirement as Malaysia wants to become a high-income economy based on innovation.

"In addition to scientific ability to innovate technically, you must also have business sense. We define innovation here as value creation, which can also come from just the



If a student feels that finishing a degree is enough, that spells trouble. Obtaining a degree is just the beginning. We don't want a complacent student. They must believe in lifelong learning.

Prof Datuk Dr Radin Umar Radin Sohadi
Higher Education director-general

Nine ways to ensure our grads get jobs

GENERIC STUDENT ATTRIBUTES (GSA)

- Knowledge of the profession
- Competency
- Communication skills
- Critical thinking and problem solving
- Team skills
- Entrepreneurship
- Ethics
- ICT
- Positive outlook of life towards lifelong learning

Higher Education director-general Prof Datuk Dr Radin Umar Radin Sohadi says that employers now can be choosy.

improvement of a process."

On lifelong learning, he says students must know how to acquire skills to move on.

"If a student feels that finishing a degree is enough, that spells trouble. Obtaining a degree is just the beginning. We don't want a complacent student. They must believe in lifelong learning."

To achieve the nine requirements, Radin Umar says the ministry will improve the curriculum and its delivery.

"I want professors and lecturers to bring real-world problems to the classroom. This is what we call student-centred learning."

"If we want to ensure students have these attributes, it has to start with the lecturers."

This, he says, is where the interaction between the academia and industry is crucial.

To train lecturers on how to produce students with the right attributes, the Learning Academy was set up in 2007 at the ministry, says Radin Umar.

"Our target is that every single lecturer should master at least one student-centred learning methodology for them to bring back to their classrooms, apart from the conventional teaching methods, which include lectures and tutorials."

"When you talk about non-conventional methods, we are talking about things like problem-based learning methodology and case solving. For example, why did the tracks in the Middle East and 2 appear in the desert?"

"When I used to teach, I would put my students in groups so they work as a team. They have to go out and gather information and so learn how to communicate and convince people. They then have to present their findings, thereby showing their competency in speaking up. Writing reports enhances their competency in writing."

"What is important is that when you bring the real problem to the classroom, you stimulate the thinking process and this what it is all about."



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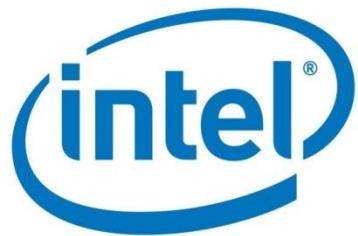
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Industrial Relations Series Combined 2007 - 2011

MEF 2011 Job Survey:

1. Communication skills
→ 68.0%
2. Job experiences
→ 67.0%
3. Interpersonal skills
→ 56.2%
4. Passion and commitment
→ 55.7%



Employers Rating of Skills/Qualities – 2002

Assoc. Prof. Dr. Khairiyah (UTM)

1	Communication (verbal & written)	4.69
2	Honesty/Integrity	4.59
3	Teamwork skills	4.54
4	Interpersonal skills	4.50
5	Strong work ethics	4.46
6	Motivation & initiative	4.42
7	Flexibility/adaptability	4.41
8	Analytical skills	4.36
9	Computer skills	4.21
10	Organisational skills	4.05
11	Detail oriented	4.00
12	Leadership skills	3.97
13	Self confidence	3.95
14	Friendly/outgoing personality	3.85
15	Well mannered / polite	3.82
16	Tactfulness	3.75
17	CGPA (3.0 or better)	3.68
18	Creativity	3.59
19	Sense of humour	3.25
20	Entrepreneurial skills/risk taker	3.23

The background of the image is a lush green field, possibly a rice paddy, stretching towards a distant horizon. The sky is a clear, bright blue with a prominent sun flare in the upper right corner, casting a warm glow over the scene. In the foreground, there are some dark, leafy plants and a piece of driftwood. The text is overlaid on the upper half of the image.

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The **great** teacher inspires.

William Arthur Ward



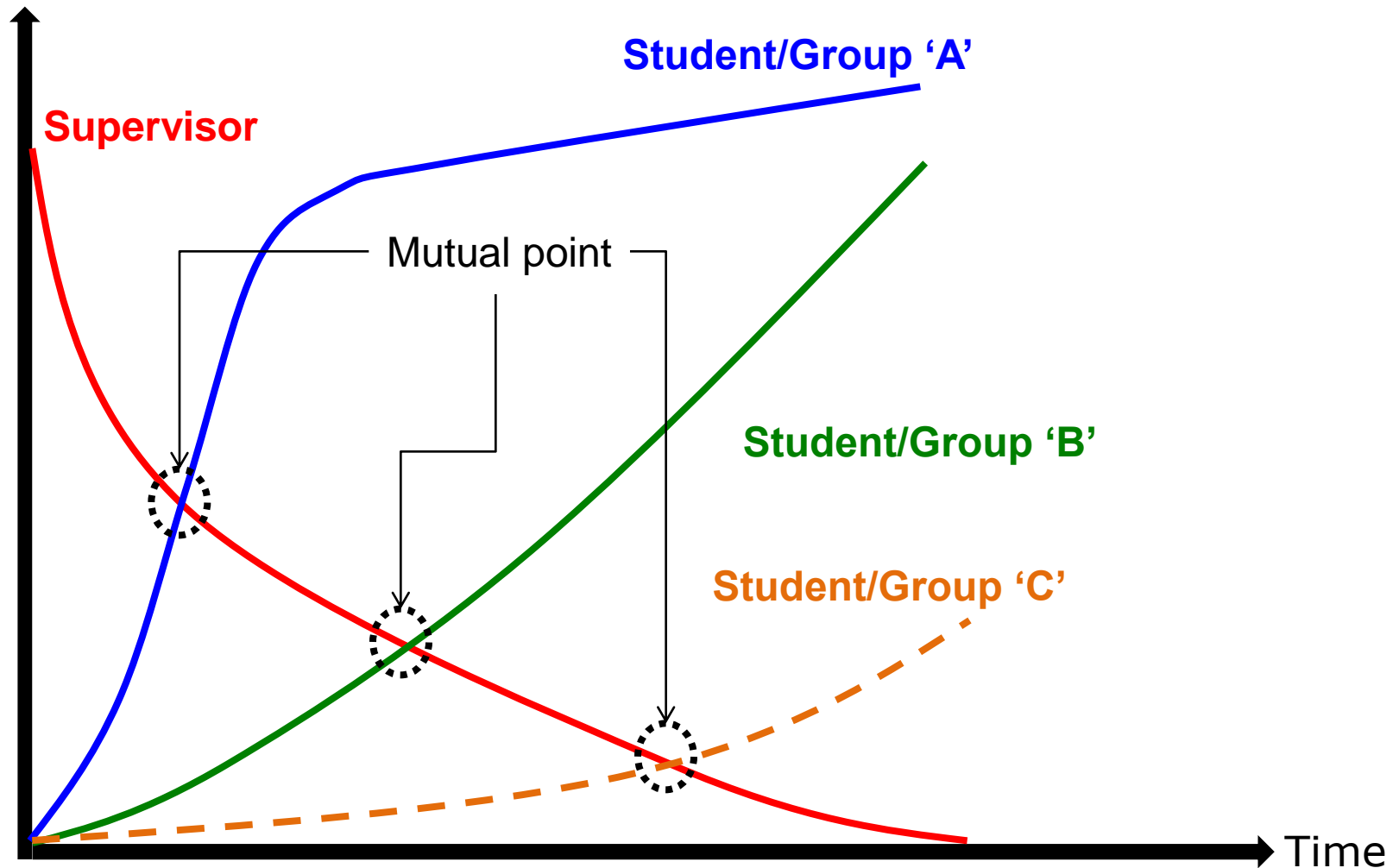
Discuss in your group and establish a list of contract for supervisor and supervisee

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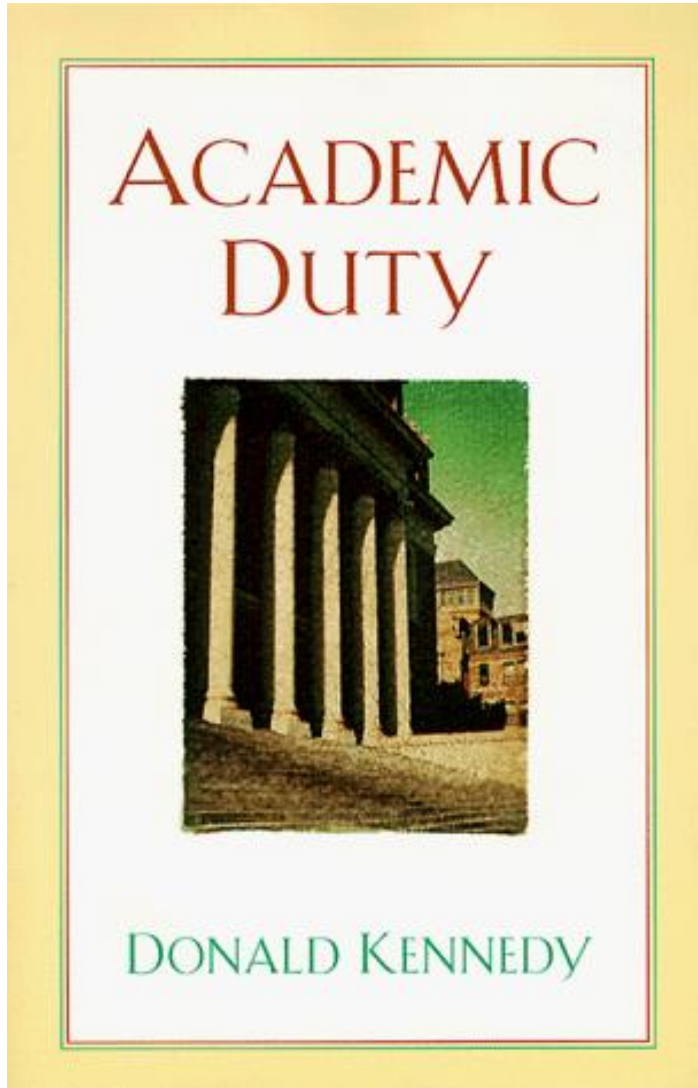
Student-Supervisor Relationship



Commitment &
Knowledge



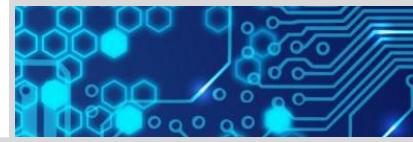
Our Academic Duty



- To teach
- To mentor
- To serve the University
- To discover
- To publish
- To tell the truth
- To reach beyond the walls
- **To change**

* Kennedy is former president, Stanford University

Why I Must Do This?



- I want to make my class is **different**
Because, to change is a part of my academic duty
- I want to **duplicate** the key of success
Because, success is a journey not a destination
- I want to enjoy my **ecosystem**
Because, my job is my *ibadah*



Responsibilities



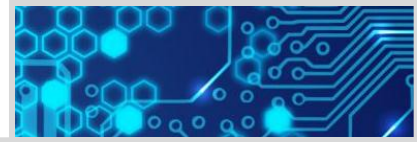
Relevant, Referred, Respected
(Ministry of Higher Education, 2011)



Soft-skills (*Kemahiran Insaniah*)

- KI 1: Communication skills
- KI 2: Critical thinking & Problem solving
- KI 3: Team working
- KI 4: Life-long learning & Information management
- KI 5: Entrepreneurship
- KI 6: Ethics and professional values
- KI 7: Leadership

Technical skills



Higher order thinking
Adaptable

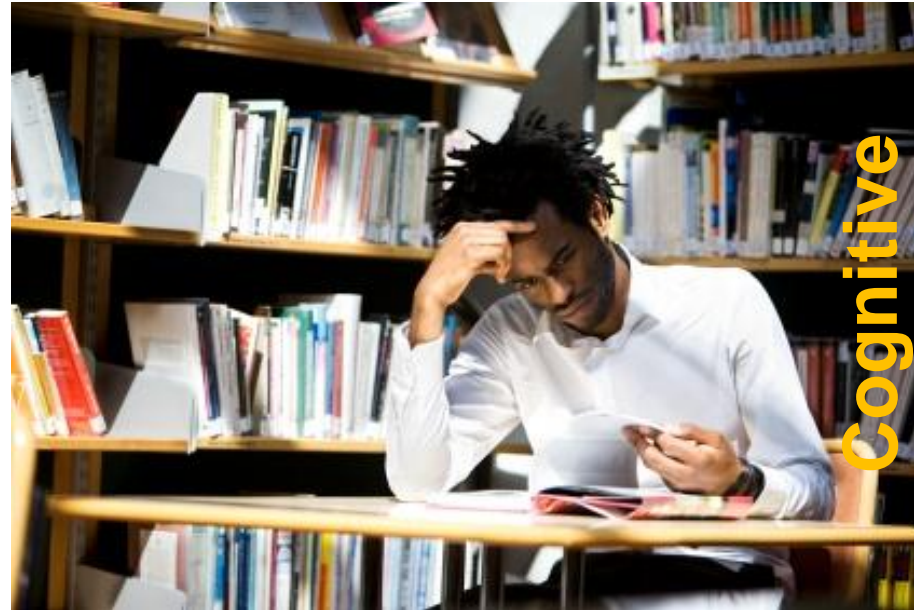
Students need time to make sense of material for themselves. An **unfortunate result** of spoon-feeding students is the amount of material that appears during exams.

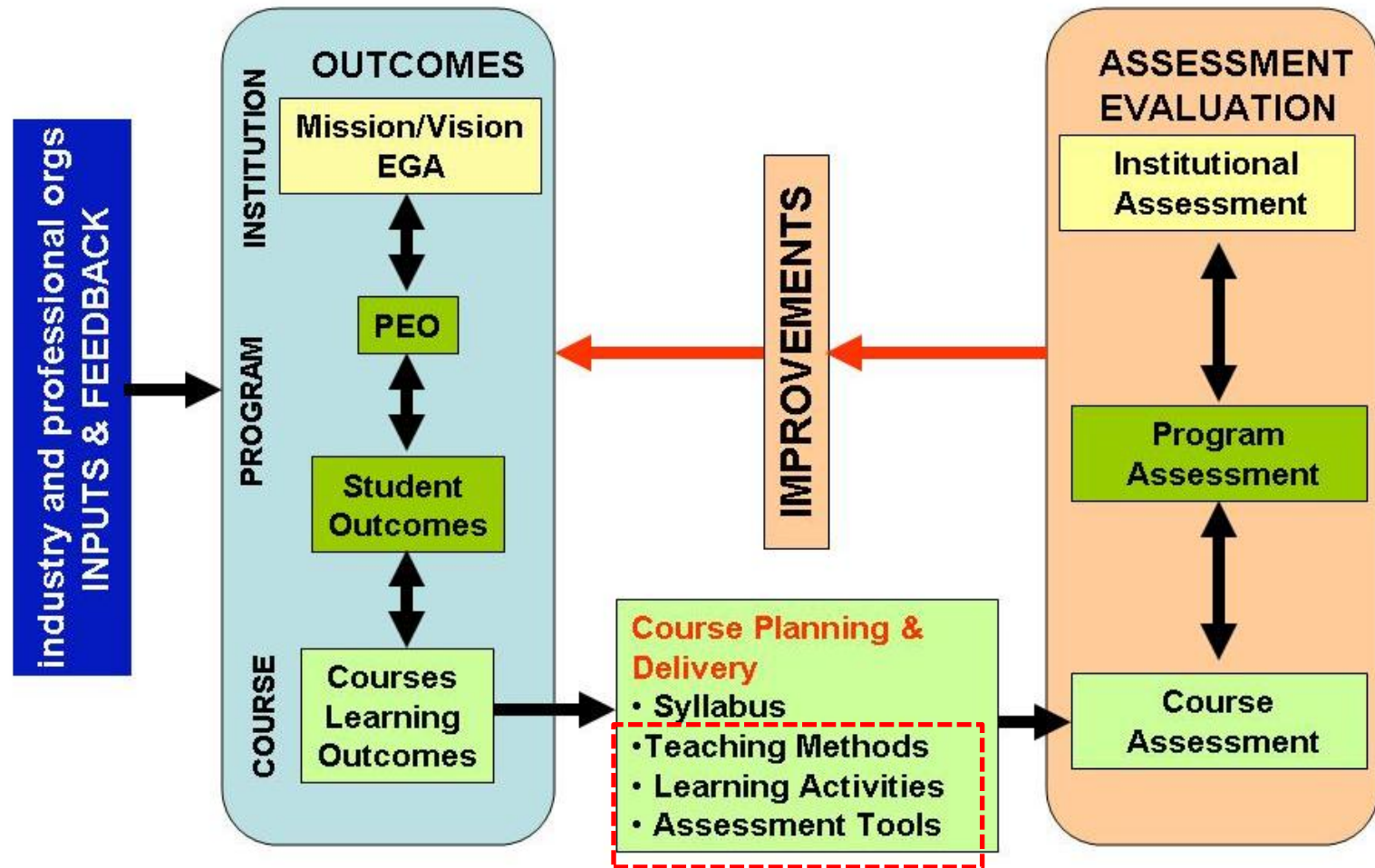


Dr Holly Smith
Times Higher Education, 2004

By letting students **learn for themselves**, they may digest it more thoroughly

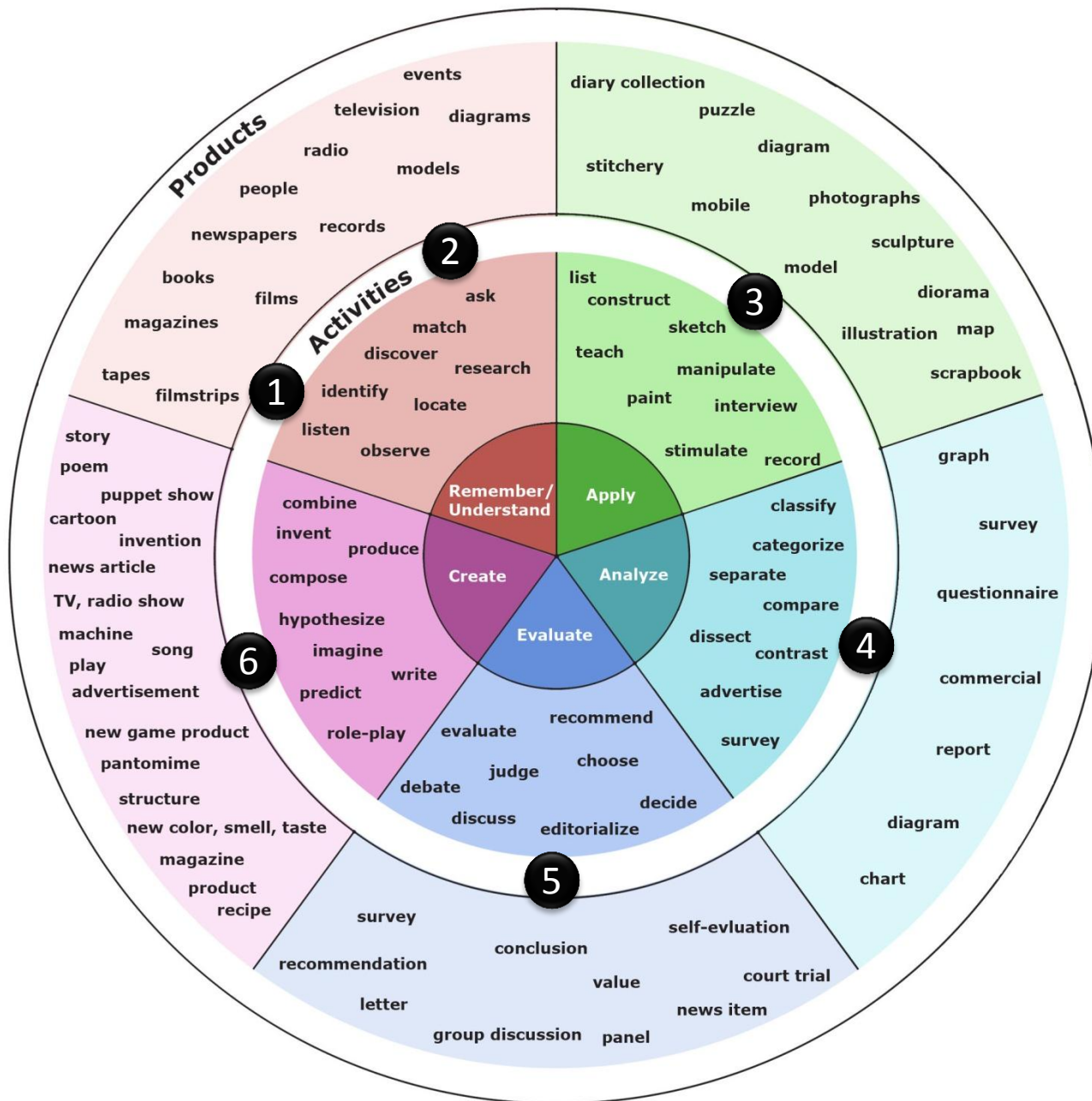
Bloom's Taxonomy of Learning



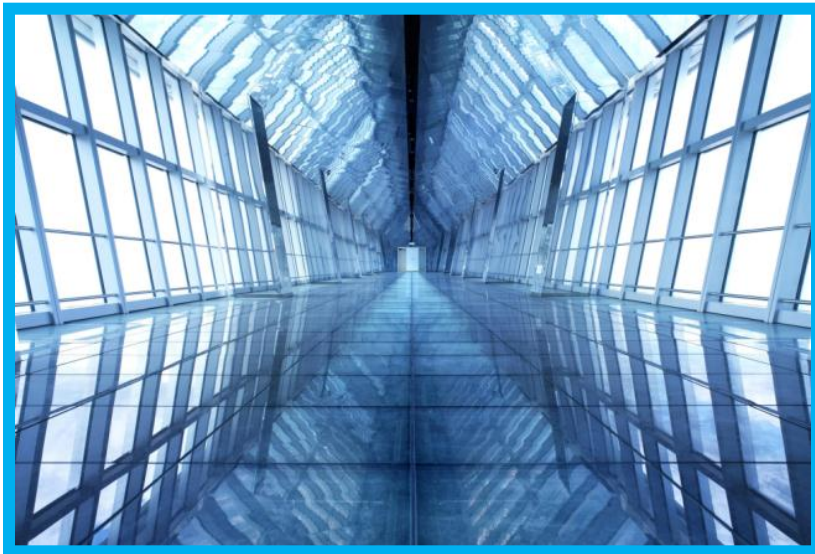




- I must **explain to the students** at the start of the term that they should address the learning outcomes in all their learning activities - readings assignments, exams, etc.
- I must always **refer to the syllabus** and make sure that my teaching-learning activities and assessments (exams, assignments, etc) are aligned with the learning outcomes.
- I must **use various learning activities** to develop the students' interest in the classroom. Available technology (youtube, internet, etc.) must be explored.
- I must **explore creative ways** of delivering course content. I should deliver only the most important content in lectures and the other related content through other means (e.g. internet).
- I must **regularly assess** on whether the learning outcomes are being achieved through seatworks, recitation and homeworks. These assessments need not be part of the final grade but must be used to improve the teaching-learning process during the term. If I observe some weakness in a specific topic, then I need to make adjustments on that topic.
- I must **design an assignment** on how I can assess the "skills, knowledge, behavior" of students related to the course and relate to real world tasks to achieve "transformational" outcomes.







- **explain**
the POPBL concept and structures;
- **address critically**
the significant of implementing POPBL in higher learning education; and
- **design**
a dynamic to do list for implementing POPBL in their courses.